**Combination Chapters:**

*Chapter 6, 7 UbD/DI and 5, 6 MI:*

Chapter 5 of Multiple Intelligences distinguishes how a tradition and multiple intelligence class looks like. A traditional classroom has the teacher lecturing while just standing at the front of the class. There is writing on the black board and students just sit and listen while writing down the notes. In a multiple intelligence classroom, then teacher can still be writing on the black board lecturing the class but that only lasts a little while before the teacher switches gears. By changing the routine and changing the way they present the information, helps the students all have a chance to learning using their intelligence. “A teacher continually shifts her method of presentation from linguistic to spatial to musical and so on, often combining intelligences in creative ways.” (56) The chapter provides a great seven step process on how to plan and create MI lessons. These steps include; Focus on a specific objective or topic, ask key MI questions, consider the possibilities, brainstorm, select appropriate activities, set up a sequential plan, and implement the plan. Chapter 6 of Multiple Intelligences lists a variety of teaching strategies for each Multiple Intelligences. It suggests storytelling, journal writing, tape recording and publishing for ways to accommodate for the linguistic learner. The chapter goes on the list the rest of the intelligences and the suggestions that stood out to me the most include; heuristics, idea sketching, Classroom Theater, songs and raps, hands-on thinking, board games, choice time and eco-study. All of these ideas are just a few of the strategies the chapter suggests and a small portion as to what is circulating around the teaching network. All of which are important to keep in mind when planning lessons.  
  
Chapter 6 of Differentiated Instruction and Understanding by Design is about the instructional decision making that happens in the classroom. The principles of backward design and differentiation are what this decision making is built on. The chapter specified four core beliefs about curriculum and diverse student populations. The first belief is, “Virtually all students should consistently experience curricula rooted in the important ideas of a discipline that requires them to make meaning of information and think at higher levels.” (84) The second belief is, “Students need opportunities to learn the “basics” and opportunities to apply them in meaningful ways.” (85) The third belief is, “There is a need for balance between student construction of meaning and teacher guidance.” (84) The fourth and final belief is, “Students need to know the learning goals of a unit or lesson and criteria for successfully demonstrating proficiency with the goals.” (86) Chapter 7 introduces WHERETO. The **W** stands for what, why, and what. The **H** stands for hook. The first **E** stands for equip and experiences. The **R** stands for rethink, revision, and refinement. The second **E** stands for self-evaluation. The **T** stands for tailor and the **O** stands for organized.

*Chapters 7, 9, 13, 14 MI:*

Chapter seven explains that each Multiple Intelligence “Provides a context for asking some searching questions about these factors in the classroom that promote or interfere with learning and those elements absent from the room that could be incorporated to facilitate student progress.” (100). The book goes over questions regarding the different intelligences that teachers should think about when planning lessons and considering the students learning. The chapter emphasizes the different types of activity centers. There are four types of activity centers. The types are; permanent open-ended, temporary topic-specific, temporary open-ended, and permanent topic-specific activity centers. Activity centers “provide students with the opportunity to engage in “active” learning.” (109).

Chapter nine explains what a school that has integrated Multiple Intelligence looks like. Schools that have administrators that help structure these schools using these skills help to make that every student is provided the opportunity to experience contact with each of the eight intelligences every day. This chapter explains that there are three fundamental key members of the school staff in the ultimate MI school. An assessment specialist is the member responsible for creating the overall picture of each student’s strengths, limitations, and interests in the eight intelligences. The student-curriculum broker is the person that serves as the bridge between the student’s abilities and the available resources in the school. The last fundamental member is the school-community broker who is the connection between the “student’s intellectual proclivities” (126) and the available resources in the community.

Chapter 13 talks about the three applications of the MI theory. The first theory is computer technology and this is about how many uses computers have in the classrooms. Computers have many capabilities including data, pictures, multi-media projects, videos, etc. Students can use these different parts of the technology and still be able to express their many intelligence’s. Cultural diversity is the second application of MI theory. Cultural diversity is shown everywhere and it is important to remember that ever culture has and uses all the intelligences. Career counseling shows students the different job occupations that match up with the different intelligences. It exposes the kids to these occupations through visiting trips and field trips. This allows students to be able to choose what career path they want to try and pursue. It is important that students know they have many choices to pick when it comes to career opportunities.

Chapter 14 talks about a new intelligence. This new intelligence is called existential intelligence. Gardner considered the intelligence to be including into MI theory. These inclusions include; culture value, developmental history, symbol systems, exceptional individuals, psychometric studies, evolutionary plausibility, and brain research. Gardner also considered exactly how someone might use this new intelligence in the classroom using the subjects; art, geography, history, mathematics, science, and literature. There are many opportunities to use this new intelligence and take the students deep into the material being studied.

*Chapters 7, 8, 8, 10 FIAE*

There are many views when it comes to grading and whether it should be used, what type of grading, when to grade and what the grades mean. How do we come up with a single answer to see types of qualities of grading? Chapter seven through ten of *Fair Isn’t always Equal* focused on just this. There are so many interpretations of grades and some teachers really want their students to succeed and some teachers seem to just attach a letter grade without thinking if it reflects the student’s mastery. From personal experience, I have received good and bad grades throughout my schooling years. As a student, I want to know what I did wrong or what exactly I did right. The answers to these questions would help me later on to make sure that I either get a better grade next time or ensure that I get another good grade. I would compare my answers with a friend and sometimes we would be unable to see what one person did better than the other. This was because the teacher highlighted certain parts of mine and different parts of theirs and we would not know what was either bad or good about those two parts. We would try to get the teacher to explain but it seemed like they did not take into consideration, how much we knew but how well we answered according to their favorite style or preferred response. That’s not very now is it?

Chapter seven was about the different views on grades and how they are opinionated. Chapter eight talked about the different sides/reasons of grading. It divided the reasons into two categories. One category is to motivate, punish and *sort* students. The other category is for documenting teacher and student progress, to provide feedback and to inform instructional decisions. Chapter nine was about timing in terms of grading and homework. As teachers we must make sure not to teach through homework because students can actually suffer from it. Chapter ten was about the retaking policy when it comes to tests and homework. I can relate to this chapter because of the many policies that I have seen. I am uncertain as to what my personal retake policy will be but I want to make sure that it is for the student benefit without them taking advantage of it. I have seen situations where students will not try as hard on something but they know they will have an opportunity to retake it when they have more time. That is what I want to avoid in my future classroom.

*Chapter 8 UbD/DI and 8, 11, 12 MI:*

**Abstract:**

The major focus of these chapters was understanding the students and using their MI’s and interests throughout all aspects of teaching e.g. exams, grading, and instruction. In chapter eight of UbD grading and assessments were a major focus: in evaluating it is important to eliminate hindering factors such as associating grades with letters and numbers; effectively implementing this will reveal a clearer image of what the students have/ and have not achieved. In chapter eight of MI the major focus was staying connected to the students. For example, a student is starting to doze off halfway through your lesson. Using your knowledge of her interests and displayed abilities you assume she has a strong musical intelligence; try playing a relevant song, or incorporating music in some way to regain her attention. Students with disabilities and assessments were a major topic of MI chapter eleven. Teachers must clear their mind of any preconceived notions and stereotypes that clutter their minds; when we consider somebody that has a disability we do not ask what they excel at, rather with what they struggle.  
Finally, chapter twelve of MI incorporated all of the above and more- the major focus was student cognition. While teaching, determining what students are thinking and what they are mastering is essential. By categorizing each student’s knowledge and applying it to the class it will not only make the student more likely to succeed, but it will make evaluation much more accurate.  
Overall, these chapters talked about how student achievement is not fairly reflected in exams as an infinite amount of factors could influence their performances. Additionally, [grading](http://cft.vanderbilt.edu/teaching-guides/assessment/grading-student-work/#efficient) and evaluating must remain consistent and fair. As teachers, it is not our duty to reprimand students for having emotions and interests, but helping students work around any number of factors and providing them opportunities for success is.   
  
**Synthesis:**

Chapter eight of Integrating Differentiated Instruction and Understanding by Design focus on the grading system and how it should follow the six main principles. These principles are; clearly specified learning goals and performance standards, valid evidence, established criteria, what should(n’t) be graded, avoiding means, and focusing on achievement. Ashley Godbout summed up the chapter extremely well by saying “Teachers should eliminate the worry of external factors that obstruct the effectiveness of how students can prove what they know. Things like learning disabilities, not speaking English well and bad penmanship shouldn’t have an effect on a student’s grade.” Some classmates disagreed with this chapter because they have a hard time fully understanding how this strategy would look like in the classroom. Russell Warren was able to capture the main goal and message of the chapter when he said, “Classrooms should be places where students are trying to understand the material and apply it, not remember it long enough to copy down on a test for a grade.” Chapter eight of Multiple Intelligences discussed about incorporating the eight multiple intelligences in a lesson to keep the students engaged and [motivated](http://voices.yahoo.com/using-gardners-theory-multiple-intelligences-in-5854012.html) in what is being taught. This chapter focused on how to transition, communicate classroom rules, group formations, and managing individual behaviors all by using the eight intelligences. Meghan Hughes pointed out that “Capturing and keeping students’ attention is the key principle in fostering a positive relationship between the teacher and the students, and between the students as a classroom.” One must remember that there is much more to do than just use MI’s in the classroom. Mike Diffin reminded the everyone by saying,“…use of the MI’s is the first step.”

MI theory can also be used to reform special education in a positive and more inclusive way. We would like to think that all educators today are free of arguments backed by discriminatory thought on the topic of special education. However, evidence of discrimination is existent in the very ways modern public schools segregate these students and provide a unique label for them. In reality, including students into a classroom that practices inclusion of the MI's will more likely foster positive growth in every student's ability to learn, no matter what labels they may carry in with them. Cole absolutely nailed it when he said: "Should we be able to properly see the differences in all students with disregard for any and all forms of judgmental impressions, then we will be able to implement the MI characteristics anywhere". Paraphrasing a popular quote: "Education is like a [box of chocolates](http://www.youtube.com/watch?v=KgP3Q4YFNpY). You never know what type of students you are going to get". On the outside, chocolates all look pretty similar. Some vary in size, shape, and color, but what makes them all truly unique is what is on the inside. By understanding what is inside the minds of our students as individuals, and appealing to all of the types of intelligences that we can detect, we create a higher level of equitable education for all.

In other words, rather than continuing to inadvertently limit our students with outdated practices, we should be "Promoting Christopherian Encounters, which means that we must try to push our students “beyond the edge” because much like the world was thought to be flat; Columbus challenged the idea and sailed 'over the edge'" - Cheyenne. This is the basic concept of Chapter 12, which focuses on applying MI theory to cognition. However, as Mr. Vogel point out "Memorization is only the first stage in the process (knowledge). Later stages take the information memorized and apply them to class activities and projects". And thank goodness for people like Mr. Vogel who realize this. It is important to utilize MI theory to the best of our abilities in a way that reforms education rather than simply reinforces non-objective standardized testing. "Classrooms should be places where students are trying to understand the material and apply it, not remember it long enough to copy down on a test for a grade."- Russell Warren

Chapter eight of Differentiated Instruction focused on how grading and reporting should take place in a differentiated classroom. The book provided the reader with six principles to follow when thinking about grading and how to implement it in the classroom. The principles suggest that grades “should give as clear a measure as possible of the best a student can do…” (130) Students should also not be grader harsher because the majority of class is more advanced and they should not have points taken off if they cannot speak fluent English for example. It pointed out that “Formative assessments should rarely be factored into a final grade.” (131) I find this very baffling because students should be motivated to do well by formative assessments or else they may not put in as much effort if they know it does not count in the end. It is something to think about but I strongly believe in Formative assessments in my future classroom.

Chapter either of Multiple Intelligences was a real eye opener for me. This chapter explained how to grab the student’s attention using the different multiple intelligences. It gave suggestions for each of the intelligences for different scenarios. Trying to capture student’s attention can be such a frustrating time wasting event in the classroom. I have had teachers that would just yell at the class until they just got so annoyed that they would sit down and not say anything until the class quieted itself down. This chapter was very helpful and I will definitely use these techniques in my future classrooms.

Chapter eleven explained how students with disabilities can strive in the classroom. Often people have misconceptions about students with special needs. They sometimes believe that they are not strong with any intelligence when in reality they are usually very strong in one or more specific Intelligence. The book gave a list of famous influential people that had a disability of some sort. One person that extremely surprised me was Albert Einstein and how he had a learning disability. He is one of the inspirational people that keep me going when I have a hard time with new math concepts.

Chapter twelve talked about the brain and the cognitive skills of the students. This chapter suggests that even the brain works in the different intelligences. Student’s memory is affected with how they were taught the material. Problem solving also happens within the eight intelligences. One aspect of the chapter I found surprising was when the chapter suggested that students that had contemporary schooling graduate still naive just like they were in preschool. Cheyenne McCarthy gave us a link to a TEDx talk that was about a thirteen year old boy who attends one of the contemporary schools. He said that all students want is to be happy and healthy and that we do not teach that in schools. Why should students who get taught about being happy be called naïve?